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ABSTRACT

These standards offer a vision of excellence for K-12 foreign language education in Nevada. They are designed to provide guidance for school districts as they develop high quality foreign language programs through Nevada schools. The standards are benchmarked for the following grades: kindergarten, 3rd, 5th, 8th, 9th, 10th, and 12th. For each content standard in 8th grade, 1st, 2nd, and 4th year of high school student, the task forces developed performance standards with four proficiency levels (exceeds, meets, approaches, and below standard). Multiple entry points are included in the standards, because students begin their foreign language study at various stages throughout the K-12 system. The 10 standards include the following: students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions; students understand and interpret written and spoken language on a variety of topics; students present information, concepts, and ideas to an audience of listeners; students understand the relationship between the practices and perspectives of the culture studies; students reinforce and further their knowledge of other disciplines through the foreign language; students use the language both within and beyond the school setting; and students show interest in continuing the study of the foreign language for personal enjoyment and enrichment. Performance standards are appended to the content standards. (SM)

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ED 467 490

Nevada Foreign Language Standards

Content Standards

for

Grades Kindergarten, 3, 5, 8,

1st year high school study, 2nd year high school study,

and 4th year high school study

[and] Performance Standards

Approved by the Nevada State Board of Education

December 4, 1999

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Nevada Foreign Language Standards

These standards offer a vision of excellence for K-12 foreign language education in Nevada. Language and communication are increasingly essential in today's changing society. The need for all learners to become competent in their ability to communicate with people of other countries and cultures is now more apparent due to instantaneous world-wide communication networks and an economy that is globally interconnected. Nevada students must be able to succeed in the global community of the 21st century.

Foreign languages should be offered as part of the core curriculum, beginning at an early age and continuing through Grade 12. Programs which emphasize the development of communication skills will require schools to create long-term programs where students are actively engaged in listening, speaking, reading and writing for real purposes in culturally authentic contexts. Students should graduate from high school able to converse, read and write in a second language and to understand cultural diversities. The main purpose of these standards is to provide guidance for school districts as they develop high quality foreign language programs throughout Nevada schools.

The content standards were officially adopted by the State Board of Education on July 24, 1997, and replaced the former foreign language regulations contained in Nevada Administrative Code, Chapter 389, Nevada Course of Study. Some revisions were made to those content standards, such as adding 9th and 10th grade (or first and second years of high school study) plus new performance standards; these were officially adopted on December 4, 1999 by the State Board. Each school district and private school in the state of Nevada will base its curriculum and assessments on these new regulations, and will assist teachers in developing unit topics and lessons. The Nevada Administrative Code, Chapter 389, is on the Nevada Legislature webpage: http://www.leg.state.nv.us. Copies can be obtained from the Nevada Department of Education, Standards, Curricula and Assessments Team, 700 E. 5th Street, Carson City, NV 89701-5096; 775-687-9186.

The Nevada educators, parents and business representatives who produced these standards agree with the following assumptions about language and culture:

- All students can learn about different cultures and be successful language learners.
- Studying another language and culture enhances one's personal education.
- Connections can be made with other disciplines through the study of foreign languages.
- Sequential, K-12 foreign language programs that are based on communicative competence will improve the abilities of our students to be successful and productive citizens.
- K-12 foreign language programs should reflect the developmental nature of language acquisition.
- Nevada's students should be held to the highest standards of communicative competence.
- Nevada's foreign language teachers must be fluent in the target language, be knowledgeable about the target cultures, and be skilled in second language teaching strategies, assessment procedures, and use of technology.
- Nevada's foreign language programs should reflect these content and performance standards as well as each district's curriculum, **not the coverage of textbooks**.

The foreign language standards are benchmarked at the following grades: Kindergarten, 3rd, 5th, 8th, 9th (or first year of high school study), 10th (or second year of high school study), and 12th (or fourth year of high school study). For each Content Standard in 8th grade, 1st, 2nd, and 4th year of high school study, the task forces developed Performance Standards with four proficiency levels: Exceeds Standard, Meets Standard, Approaches Standard, and Below Standard. Only the "Meets Standard" is contained in the officially adopted regulations. However, the entire set of Performance Standards, with all four proficiency levels, are available on the Department website (http://www.nsn.k12.nv.us), or in hardcopy form from the Department. Schools may use the Performance Standards to develop assessment tools, benchmarks for entry into upper division courses, and teacher or schoolwide grading scales.

Multiple entry points are included in the Standards because students begin their foreign language study at various stages throughout the K-12 system. The Standards are arranged so that students in a K-5 program can be expected to achieve the standards at three grade levels, i.e., kindergarten, 3rd and 5th grades. Students beginning their foreign language study in middle school are expected to achieve the same levels as the K-5 program and then progress further, as shown in the 8th grade benchmark. Similarly, all beginning high school students must achieve the same proficiency

levels, appropriate for their age, and then progress to higher levels as they reach the end of high school. New benchmarks for 1st, 2nd, and 4th years of high school study were added by the June 1999 task force because of the need to identify specifically what is necessary for promotion from first year to second year, from second year to third year, and for satisfactory completion of at least four years of high school study. One reasons for these new benchmarks is that Nevada law allows students to satisfy their one-credit requirement for Arts/Humanities by taking a 3rd, 4th, or 5th year of foreign language study, hence the rigor required for the upper level courses.

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
• Sing songs. • Follow simple directions. • Name familiar objects. • Use appropriate expressions and gestures of courtesy. • Recognize numbers and counting from 1 to 10.	• Count and perform simple arithmetic problems. • Participate in brief guided conversations. • Make simple requests. • Ask and answer simple questions. • Express state of being and feelings. • Use simple commands.	• Identify common objects after listening to an oral description. • Tell time. • Use the calendar.	• Talk and write about activities of daily life, using memorized phrases, short sentences, numbers, date, time, and other basic thematic vocabulary. • Give and follow simple oral and written instructions and commands, using visual cues when appropriate. • Recognize commonly used verbs and phrases in discussions about past and future events. • Participate in structured conversations on a variety of topics, including state of being and feelings. • Make simple oral and written requests.

* Subject to prior experience with foreign language study.

•	•	•	• Tell and write a simple narrative about a personal experience or event in the present tense. • Restate in the present tense, with assistance, what someone else has said. • Recognize the standard rules of usage and grammar. • Demonstrate accuracy in the imitation of modeled words. • Demonstrate occasional creativity in the production of language. • Ask and respond to basic questions. • Use appropriate expressions and gestures of courtesy.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
• Comprehend brief oral directions, commands, and information. • Respond to personal questions.	• Comprehend brief written and oral directions, commands, and information. • Read familiar words. • Read numbers, dates, words related to the family and weather, and other thematic vocabulary. • Recognize a sound with its corresponding letter or symbol.	• Read combinations of familiar words in short sentences. • Read all words that the student is able to use orally. • Comprehend brief written directions, narratives, and other information.	• Recognize a sound with its corresponding letter or symbol. • Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. • Read and comprehend phrases, short sentences, brief written directions, and simple narratives. • Write numbers, dates, times, and other basic thematic vocabulary.

* Subject to prior experience with foreign language study

Standard 3: Students present information, concepts and ideas to an audience of listeners

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
	• Present information, concepts and ideas to an audience in the foreign language by performing skits, puppet shows or dialogues with limited vocabulary.	• Respond to personal questions. • Write familiar words or phrases, including colors, dates, numbers, lyrics of songs and words related to the family and weather. • Write simple text on familiar topics, including filling in the blanks or labeling pictures in simple stories.	• Use familiar thematic words and phrases, by performing skits, puppet shows or dialogues.

* Subject to prior experience with foreign language study

Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
• Identify how people in the culture celebrate important traditions, holidays, and events.	• Explore the verbal and nonverbal communication of the culture, including gestures, body language, dance, art, and music.	• Become aware of the effects of important people, holidays, geography, and history on the lives of the people of the culture studied. • Demonstrate an awareness of the different patterns of daily life within the culture studied and the pupil's culture.	• Identify the manner in which important traditions, holidays, and events are celebrated in the culture. • Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. • Identify the important people, holidays, geography, and history of the culture.

* Subject to prior experience with foreign language study

Standard 5: Students understand the relationship between the products and perspectives of the culture studied.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
• Explore the products of the culture, including the food, musical instruments, clothing, and toys of the culture.	• Explore the products of the culture studied. • Understand the relationship between those products and the environment in which they are produced.	• Compare the products with the environments in which they are produced.	• Recognize certain unique products of the culture. • Understanhd the messages found in highly contextualized materials, including signs and posters. • Identify the artistic achievements and contributions of the culture.

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
• Practice familiar concepts in the foreign language, including numbers, colors, animals, nursery rhymes, and fairy tales.	• Practice familiar concepts including the calendar, weather, money, and mathematics.	• Practice familiar concepts including telling time and identifying the seasons.	• Use the foreign language to read, write, and discuss familiar topics studied in other subject areas.

* Subject to prior experience with foreign language study

* Subject to prior experience with foreign language study

Standard 7: Students understand the nature of language through comparisons of the language studied and their own.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
•	• Compare cognates, word families, and language patterns.	•	• Recognize cognates, adopted words and expressions and word families. • Demonstrate that languages have important sound distinctions that must be mastered in order to communicate meaning. • Analyze and compare the writing systems of both languages. • Compare and use language and grammatical patterns.

* Subject to prior experience with foreign language study

Standard 8: Students understand the concept of culture through comparisons of the cultures studied and their own.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
•	• Explore and recognize the contributions of the culture studied to the American culture, including music, food, art, toys, and folk tales. • Demonstrate an awareness of ways of expressing respect and communicating differences in status in the pupil's language and the foreign language.	• Develop an awareness of cultural diversity and some of the contributions of the foreign language to American culture.	• Understand cultural differences and similarities between the culture and the pupil's culture by demonstrating that there are culturally specific phrases and idioms that do not translate directly from one language to another.

Standard 9: Students use the language both within and beyond the school setting.

* Subject to prior experience with foreign language study

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:
•	• Participate in performances at school or in the community in the foreign language or relating to the culture studied.	• Write format letters, including letters to a pen pal. • Identify professions that require proficiency in another language. • Explore careers that require the ability to communicate in the foreign language.	• Report about the use of the foreign language outside the classroom.

STANDARD 10: Students show interest in continuing the study of the foreign language for personal enjoyment and enrichment.

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 3**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 5**, students know and are able to do everything required in the previous grades* and:	By the end of **Grade 8**, students know and are able to do everything required in the previous grades* and:

* Subject to prior experience with foreign language study

•	• Play sports or games from the culture studied that are appropriate for the pupil's age. • Listen to music, sign songs or play musical instruments from the culture studied. • Plan real or imaginary travel to a country in which the foreign language is spoken.	•	• Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that foreign language.

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Talk and write about activities of daily life using memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary. • Give and follow simple oral or written instructions and commands relating to familiar topics using visual cues when appropriate. • Recognize commonly used verbs and phrases in discussions about past and future events. • Participate in structured conversations on various topics, including state of being and feelings. • Make simple oral and written requests. • Tell and write a simple narrative about a personal experience or event in the present tense. • Restate in the present tense, with assistance, what another person has said. • Demonstrate accuracy in the imitation of modeled words. • Demonstrate occasional creativity in the production of language. • Ask and respond to basic questions. • Use appropriate expressions and gestures of courtesy.	• Ask and respond to a variety of questions concerning activities of daily life. • Give and follow oral or written directions, instructions and commands. • Use various verbs and phrases to discuss and write about past and future events. • Participate in conversations on various topics by expressing opinions and emotions. • Make requests for goods and services in public places. • Tell or write effectively a narrative about a personal experience or event. • Restate an event or an account of an event in various tenses. • Apply standard rules of usage and grammar. • Speak in a manner that is comprehensible to speakers of the foreign language. • Demonstrate creativity in the production of language.	• Respond effectively to factual and interpretive questions. • Use increasingly complex verb tenses and forms. • Interact in increasingly complex situations. • Analyze and discuss competently personal reactions to selected materials. • Use familiar idiomatic and nonverbal expressions and appropriate vocabulary. • Apply effectively strategies for questions, paraphrasing, circumlocution and self-correction. • Demonstrate adequately patterns of pronunciation and intonation. • Express appropriately opinions and emotions. • Determine meaning by using contextual cues. • Demonstrate creativity in the production of language.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Recognize a sound with its corresponding letter or symbol. • Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. • Read and comprehend phrases, short sentences, brief written directions and simple narratives. • Write numbers, dates, times, and other basic thematic vocabulary. • Use familiar thematic words and phrases by performing skits, puppet shows or dialogues.	• Read selected materials with a certain degree of fluency, accuracy, intonation and expression. • Use background knowledge to comprehend narratives, personal correspondence and other contextualized print. • Paraphrase or express main ideas of written and spoken material.	• Advance from a literal and interpretive comprehension of the foreign language to a more critical appreciation of reading and listening skills. • Comprehend increasingly complex vocabulary. • Understand and paraphrase increasingly complex spoken and written material. • Obtain and analyze information from original materials by using background knowledge and contextual cues.

Standard 3: Students present information, concepts, and ideas in the foreign language to an audience.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Perform skits, puppet shows or dialogues with limited vocabulary.	• Create and present stories or brief written reports on various topics. • Recite selected forms of literature or sing songs. • Engage in debate on various topics.	• Compose and present an original report on a topic of interest. • Play roles in various situations. • Give presentations on current events and cultural topics using appropriate expressions and intonation.

Standard 4: Students understand the relationship between the practices and perspectives of the culture studied.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Identify the manner in which persons in the culture celebrate important traditions, events and holidays. • Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. • Identify the important persons, holidays, geography and history of the culture.	• Explain the value systems and routines of daily life of the culture. • Identify important geographical features, historical events, and political structures of the culture. • Use appropriate verbal and nonverbal behavior in various situations. • Experience entertainment of the culture. • Identify important persons in entertainment and the arts of the culture.	• Analyze the manner in which history influences the present. • Adjust communication to the situation and audience. • Identify important persons in entertainment and the arts in the culture and recognize their achievements and contributions.

Standard 5: Students understand the relationship between the products and perspectives of the culture studied.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Recognize the messages in highly contextualized materials, including signs and posters. • Identify certain artistic achievements and contributions of the culture. • Recognize certain unique products of the culture.	• Discuss the artistic contributions of the culture. • Describe certain unique products of the culture. • Identify the perspectives of the culture that are manifested in its commercial advertisements. • Understand messages conveyed in the media.	• Analyze the important contributions of the culture. • Correlate major historical events, literary works and other art forms to cultural practices.

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:

• Read, write and discuss in the foreign language familiar topics studied in other courses.	• Comprehend short articles, news broadcasts, commercial advertisements and videos in the foreign language on topics studied in other courses. • Present oral and written reports in the foreign language on topics studied in other courses.	• Present increasingly complex oral and written reports in the foreign language concerning topics studied in other courses. • Discuss brief articles, news broadcasts, commercial advertisements and videos in the foreign language concerning topics studied in other courses.

Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
		• Describe the cultural differences and their distinctive viewpoints. • Prepare reports using sources in the foreign language.

Standard 8: Students understand the nature of language through comparisons of the foreign language with their own language.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Recognize cognates, adopted words and expressions, and word families. • Demonstrate that languages have important sound distinctions that must be mastered to communicate meaning. • Analyze and compare the writing systems of both languages. • Compare and use language patterns and grammatical functions.	• Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts. • Demonstrate that languages have important distinctions in sounds that must be mastered to communicate meaning.	• Use complex idiomatic expressions and language structures. • Identify dialects from different regions, cultures, and contexts.

Standard 9: Students understand cultural similarities and differences.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Understand the cultural differences and similarities between the culture studied and American culture.	• Develop an awareness of cultural diversity and the contributions of the culture studied made to American culture.	• Analyze the perspectives of the culture studied as they are reflected in art and literature.

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Standard 10: Students use the language in and outside of school.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:
• Report about the use of the foreign language outside the classroom.	• Correspond in the foreign language.	• Interact with members of the pupil's community on various topics using the foreign language. • Participate in a program to make the transition from school to work which requires proficiency in the foreign language and knowledge of the culture studied.

Standard 11: Students develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.

By the end of **first year of high school study**, students know and are able to:	By the end of **second year of high school study**, students know and are able to do everything required in the previous year of study and:	By the end of **fourth year of high school study** students know and are able to do everything required in the previous years of study and:

• Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that foreign language.	• Research and present information concerning traveling to and studying in a country where the foreign language is spoken. • Participate in a project to explore careers that require interaction in the foreign language.	• Prepare a project using various media concerning traveling and studying in a country where the foreign language is spoken.

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FOREIGN LANGUAGE PERFORMANCE STANDARDS

8th Grade and First Year of High School Study

CONTENT STANDARD 1: Engage in conversations, provide information, express feelings and emotions and exchange opinions in the foreign language.	
EXCEEDS STANDARD	• Effectively talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary. • Effectively give and follow simple oral and written instructions and commands on familiar topics, utilizing visual cues when appropriate. • Effectively recognize commonly used verbs and phrases in discussions about past and future events. • Independently make simple oral and written requests. • Clearly tell and write a simple narrative about a personal experience or event in the present tense. • Restate in the present tense what another person has said, with minimal assistance. • Skillfully use the standard rules of usage and grammar. • Demonstrate accuracy in the imitation of modeled words. • Demonstrate creativity in language production. • Appropriately ask and respond to basic questions. • Consistently use appropriate expressions and gestures of courtesy.

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MEETS STANDARD	• Talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary. • Give and follow simple oral and written instructions and commands on familiar topics, utilizing visual cues when appropriate. • Recognize commonly used verbs and phrases in discussions about past and future events. • Participate in structured conversations on a variety of familiar topics, including state of being and feelings. • Make simple oral and written requests. • Tell and write a simple narrative about a personal experience or event in the present tense. • Restate in the present tense, with assistance, what another person has said. • Recognize the standard rules of usage and grammar. • Demonstrate accuracy in the imitation of modeled words. • Demonstrate occasional creativity in the production of language. • Ask and respond to basic questions. • Use appropriate expressions and gestures of courtesy.
APPROACHES STANDARD	• Talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary, with limited accuracy. • Give and follow simple oral and written instructions on familiar topics, utilizing limited cues. • Recognize few commonly used verbs and phrases in discussions about past and future events. • Sporadically participate in structured conversations on a variety of familiar topics, including state of being and feelings. • Seldom make simple oral and written requests. • Ineffectively tell and write a simple narrative about a personal experience or event in the present tense. • Attempt to restate in the present tense what another person has said, with assistance. • Occasionally use the standard rules of usage and grammar. • Demonstrate minimal accuracy in the imitation of modeled words. • Rarely demonstrate creativity in the production of language. • With errors ask and respond to basic questions. • Inconsistently use appropriate expressions and gestures of courtesy.
BELOW STANDARD	• Rarely talk and write about activities of daily life relying on memorized phrases, short sentences, numbers, dates, times, and other basic thematic vocabulary, with limited accuracy. • Inconsistently give and follow simple oral and written instructions and commands on familiar topics, even when given cues. • Are unaware of even a few commonly used verbs and phrases in discussions about past and future events. • May participate in structured conversations on a variety of familiar topics, including state of being and feelings, but do so incoherently.

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	• **Unable to adequately communicate even simple oral and written requests.** • **Incoherently tell and write a simple narrative about a personal experience or event in the present tense.** • **Cannot paraphrase.** • **Rarely use the standard rules of usage and grammar.** • **Inaccurately imitate modeled words.** • **Lack creativity in the production of language.** • **Unable to ask and respond to questions.** • **Are unaware of appropriate expressions and gestures of courtesy.**

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 2: Understand and interpret written and spoken material in the foreign language on a variety of topics.	
EXCEEDS STANDARD	• Systematically recognize a sound with its corresponding letter or symbol. • Consistently comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. • Accurately read and comprehend phrases, short sentences, brief written directions, and simple narratives. • Correctly write numbers, dates, times, and other basic thematic vocabulary.
MEETS STANDARD	• Recognize a sound with its corresponding letter or symbol. • Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. • Read and comprehend phrases, short sentences, brief written directions, and simple narratives. • Write numbers, dates, times, and other basic thematic vocabulary.
APPROACHES STANDARD	• Inconsistently recognize a sound with its corresponding letter or symbol. • Sometimes lack comprehension in written and spoken numbers, dates, times, and other basic thematic vocabulary. • Read and comprehend phrases, short sentences, brief written directions, and simple narratives, with assistance. • Ineffectively write numbers, dates, times, and other basic thematic vocabulary.
BELOW STANDARD	• Rarely recognize a sound with its corresponding letter or symbol. • Frequently lack comprehension in written and spoken numbers, dates, times, and other basic thematic vocabulary. • Show little success with reading and comprehending phrases, short sentences, brief written directions, and simple narratives, even with assistance. • Incorrectly write numbers, dates, times, and other basic thematic vocabulary.

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FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 3: Present information, concepts and ideas in the foreign language to an audience.	
EXCEEDS STANDARD	• Creatively perform skits, puppet shows and/or dialogues utilizing familiar thematic words and phrases. • Skillfully prepare presentations on familiar topics using available resources and technology.
MEETS STANDARD	• Perform skits, puppet shows and/or dialogues.
APPROACHES STANDARD	• Perform skits, puppet shows and/or dialogues.
BELOW STANDARD	• Rarely attempt to perform skits, puppet shows and/or dialogues

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 4: Understand the relationship between the practices and perspectives of the foreign culture.	
EXCEEDS STANDARD	▪ Correctly identify the manner in which important traditions, holidays, and events are celebrated. ▪ Consistently recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. ▪ Accurately identify important persons, holidays, geography, and history of the culture.
MEETS STANDARD	▪ Identify the manner in which important traditions, holidays, and events are celebrated in the culture. ▪ Recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. ▪ Identify important persons, holidays, geography, and history of the culture.
APPROACHES STANDARD	▪ Attempt to identify the manner in which important traditions, holidays, and events are celebrated. ▪ Inconsistently recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. ▪ Occasionally identify important persons, holidays, geography, and history of the culture.
BELOW STANDARD	▪ Inaccurately identify the manner in which important traditions, holidays, and events are celebrated. ▪ Rarely recognize various forms of communications in the culture, including gestures, body language, dance, art, and music. ▪ Seldom identify important persons, holidays, geography, and history.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 5: Understand the relationship between the products and perspectives of the foreign culture.	
EXCEEDS STANDARD	▪ Identify numerous unique products of the foreign culture. ▪ Consistently recognize the messages found in highly contextualized materials, including signs and posters. ▪ Independently recognize certain artistic achievements and contributions of the foreign culture.
MEETS STANDARD	▪ Recognize certain unique products of the foreign culture. ▪ Recognize the messages found in highly contextualized materials, including signs and posters. ▪ Recognize certain artistic achievements and contributions of the foreign culture.
APPROACHES STANDARD	▪ Recognize few unique products of the foreign culture. ▪ Has difficulty recognizing the messages found in highly contextualized materials, including signs and posters. ▪ Recognize few artistic achievements and contributions of the foreign culture.
BELOW STANDARD	▪ Need assistance to recognize unique products of the foreign culture. ▪ Unable to recognize the messages found in highly contextualized materials, including signs and posters. ▪ Only with assistance, recognize few artistic achievements and contributions of the foreign culture.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 6: Reinforce and further the pupil's knowledge of other courses through the foreign language.	
EXCEEDS STANDARD	• Skillfully use the foreign language to read, write, and talk about familiar topics studied in other courses.
MEETS STANDARD	• Use the foreign language to read, write, and talk about familiar topics studied in other subject areas.
APPROACHES STANDARD	• Demonstrate limited effectiveness in the use of the foreign language to read, write, and talk about familiar topics studied in other courses.
BELOW STANDARD	• Demonstrate ineffective use of the foreign language to read, write, and talk about familiar topics studied in other courses.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 7: Understand the nature of language through comparisons of the foreign language with the pupil's language .	
EXCEEDS STANDARD	▪ Consistently recognize cognates, adopted words and expressions, and word families. ▪ Skillfully compare and use language and grammatical patterns. ▪ Skillfully use the sound distinctions that must be mastered in order to communicate meaning. ▪ Competently analyze and apply the writing systems of both languages.
MEETS STANDARD	▪ Recognize cognates, adopted words and expressions, and word families. ▪ Compare and use language and grammatical patterns. ▪ Recognize that languages have important sound distinctions that must be mastered in order to communicate meaning. ▪ Analyze and compare the writing systems of both languages.
APPROACHES STANDARD	▪ Occasionally recognize cognates, adopted words and expressions, and word families. ▪ Compare and use language and grammatical patterns, with limited success. ▪ Seldom distinguish sound distinctions that must be mastered in order to communicate meaning. ▪ Attempt to analyze and compare the writing systems of both languages.
BELOW STANDARD	▪ Seldom recognize cognates, adopted words and expressions, and word families. ▪ Inaccurately compare and use language and grammatical patterns, with limited success. ▪ Do not distinguish sound distinctions that must be mastered in order to communicate meaning. ▪ Display inability to analyze and compare the writing systems of both languages.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 8: Understand cultural differences and similarities.	
EXCEEDS STANDARD	▪ Insightfully demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.
MEETS STANDARD	▪ Demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.
APPROACHES STANDARD	▪ Attempt to demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.
BELOW STANDARD	• Lack ability to demonstrate that there are culturally specific phrases and idioms that do not translate directly from one language to another.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 9: Use the foreign language in and outside of school.	
EXCEEDS STANDARD	• Frequently report about the use of the foreign language outside of classroom.
MEETS STANDARD	• Report about the use of the foreign language outside of classroom.
APPROACHES STANDARD	• Infrequently report about the use of the foreign language outside of classroom..
BELOW STANDARD	• Make no attempt to use the foreign language outside of classroom.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
8th Grade and First Year of High School Study

CONTENT STANDARD 10: Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by planning real or imaginary travel to a country in which the foreign language is spoken.

EXCEEDS STANDARD	• Independently plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that language
MEETS STANDARD	• Plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that language.
APPROACHES STANDARD	• With assistance, plan a real or imaginary trip to a country in which the foreign language is spoken and collect information concerning travel to that country and careers that require the use of that language
BELOW STANDARD	• Even with assistance, does not plan a real or imaginary trip to a country in which the foreign language is spoken nor collect information concerning travel to that country and careers that require the use of that language.

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FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 1: Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language.	
EXCEEDS STANDARD	• Appropriately ask and respond to a variety of questions concerning activities of daily life. • Accurately give and follow oral and written directions, instructions, and commands . • Correctly use a various verbs and phrases to discuss and write about past and future events. • Frequently participate in conversations on various topics, by expressing opinions and emotions. • Correctly make requests for goods and services in public places. • Skillfully tell or write a narrative about a personal experience or event. • Accurately restate an event or an account of an event in various tenses. • Accurately apply standard rules of usage and grammar. • Effectively speak in a manner comprehensible to foreign language speakers accustomed to interacting with language learners. • Effectively demonstrate creativity in language production.

MEETS STANDARD	• Ask and respond to a variety of questions concerning activities of daily life. • Give and follow oral or written directions, instructions, and commands . • Use various verbs and phrases to discuss and write about past and future events. • Participate in conversations on a variety of topics, expressing opinions and emotions. • Make requests for goods and services in public places. • Effectively tell or write a narrative about a personal experience or event. • Restate an event or an account of an event in various tenses. • Apply standard rules of usage and grammar. • Speak in a manner comprehensible to foreign language speakers accustomed to interacting with language learners. • Demonstrate creativity in language production.
APPROACHES STANDARD	• Ask vague questions and give partial answers concerning activities of daily life. • Have difficulty giving and following oral and written directions, instructions, and commands . • Use limited number of verbs and phrases to discuss and write about past and future events. • Rarely participate in conversations on various topics, by expressing opinions and emotions. • Make inaccurate requests for goods and services in public places. • Have difficulty in telling or writing a narrative about a personal experience or event. • Restate an event or an account of an event using few tenses with many errors . • Apply standard rules of usage and grammar with some errors that do not impede understanding. • Occasionally speak in a manner comprehensible to foreign language speakers accustomed to interacting with language learners.
BELOW STANDARD	• Unable to respond to or ask questions concerning activities of daily life, without visual cues. • Fail to follow oral and written directions, instructions, and commands. • Cannot talk or write about past and future events. • Are unable to participate in conversations on various topics, by expressing opinions and emotions. • Cannot make requests for goods and services in public places. • Are unable to tell or write a narrative about a personal experience or event. • Cannot restate an event or an account of an event using few tenses without many errors. • Do not apply standard rules of usage and grammar. • Cannot speak in a manner comprehensible even to foreign language speakers accustomed to interacting with language learners.

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FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 2: Understand and interpret written and spoken material in the foreign language on a variety of topics.	
EXCEEDS STANDARD	• Read selected materials with high degree of fluency, accuracy, intonation, and expression. • Independently use background knowledge to comprehend narratives, personal correspondence, and other contextualized print. • Insightfully paraphrase or express main ideas of written and spoken material.
MEETS STANDARD	• Read selected materials with a certain degree of fluency, accuracy, intonation, and expression. • Use background knowledge to comprehend narratives, personal correspondence, and other contextualized print. • Paraphrase or express main ideas of written and spoken material.
APPROACHES STANDARD	• Read selected materials with limited fluency, accuracy, intonation, and expression. • Inadequately use background knowledge to comprehend narratives, personal correspondence, and other contextualized print. • Have difficulty paraphrasing or expressing main ideas of written and spoken material.
BELOW STANDARD	• Cannot read selected materials. • Are unable to use background knowledge to comprehend narratives, personal correspondence, and other contextualized print. • Cannot paraphrase or express main ideas of written and spoken material.

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FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 3: Present information, concepts, and ideas in the foreign language to an audience.	
EXCEEDS STANDARD	• Successfully create and present stories or brief written reports on a variety of topics. • Skillfully recite selected forms of literature or perform songs. • Effectively engage in debate on various topics.
MEETS STANDARD	• Create and present stories or brief written reports on various topics. • Recite selected forms of literature or sing songs. • Engage in debate on various topics.
APPROACHES STANDARD	• Have limited success in creating and presenting stories or brief written reports on various topics. • Recite, with errors, selected forms of literature or perform songs. • Are seldom able to engage in debate on various topics.
BELOW STANDARD	• Rarely able to create and present stories or brief written reports on various topics. • Incoherently recite selected forms of literature or sing songs. • Are unable to engage in debate on various topics.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 4: Understand the relationship between the practices and perspectives of the foreign culture.	
EXCEEDS STANDARD	▪ Clearly explain the routines of daily life and the value systems. ▪ Accurately identify important geographical features, historical events, and political structures of the culture. ▪ Consistently use appropriate verbal and non-verbal behavior in various situations. ▪ Independently experience entertainment of the foreign culture. ▪ Correctly identify important persons in the arts and entertainment fields of the foreign culture.
MEETS STANDARD	▪ Explain the routines of daily life and the value systems. ▪ Identify important geographical features, historical events, and political structures of the culture. ▪ Use appropriate verbal and non-verbal behavior in various situations. ▪ Experience entertainment of the foreign culture. ▪ Identify important persons in the arts and entertainment fields.
APPROACHES STANDARD	▪ Have difficulty explaining the routines of daily life and the value systems. ▪ Inaccurately identify important geographical features, historical events, and political structures. ▪ Inconsistently use appropriate verbal and non-verbal behavior in various situations. ▪ Express limited interest in experiencing entertainment of the foreign culture. ▪ Have difficulty identifying important persons in the arts and entertainment fields.
BELOW STANDARD	▪ Cannot explain the routines of daily life and the value systems. ▪ Unable to identify important geographical features, historical events, and political structures. ▪ Rarely use appropriate verbal and non-verbal behavior in various situations. ▪ Express no interest in experiencing entertainment from the foreign culture. ▪ Cannot identify important persons in the arts and entertainment fields.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 5: Understand the relationship between the products and perspectives of the foreign culture.	
EXCEEDS STANDARD	▪ Discuss the artistic contributions of the culture in detail. ▪ Describe numerous unique products of the culture . ▪ Accurately identify the perspectives of the foreign culture that are manifested in its commercial advertisements. ▪ Correctly understand messages conveyed in the media.
MEETS STANDARD	▪ Discuss the artistic contributions of the culture. ▪ Describe certain unique products of the culture. ▪ Identify the perspectives of the foreign culture that are manifested in its commercial advertisements. • Understand messages conveyed in the media.
APPROACHES STANDARD	▪ Seldom participate in discussions about artistic contributions of the culture. ▪ Describe few unique products of the culture. ▪ Inaccurately identify the perspectives of the foreign culture embedded in advertising. • Occasionally understand messages conveyed in the media.
BELOW STANDARD	▪ Are unable to participate in discussions about artistic contributions of the culture. ▪ Can identify only with assistance a few unique products of the culture. ▪ Require assistance to identify the perspectives of the foreign culture embedded in advertising. ▪ Are unable to understand messages conveyed in the media without assistance.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 6: Reinforce and further the pupil's knowledge of other courses through the foreign language.	
EXCEEDS STANDARD	▪ Consistently comprehend short articles, news broadcasts, , commercial advertisements, and videos in the foreign language on topics being studied in other courses. ▪ Skillfully present oral and written reports in the foreign language on topics being studied in other courses.
MEETS STANDARD	▪ Comprehend short articles, news broadcasts, commercial advertisements, and videos in the foreign language on topics being studied in other courses. ▪ Present oral and written reports in the foreign language on topics being studied in other courses.
APPROACHES STANDARD	▪ Demonstrate limited comprehension of short articles, news broadcasts, , commercial advertisements, and videos in the foreign language on topics being studied in other courses. ▪ Require assistance to present oral and written reports in the foreign language on topics being studied in other courses.
BELOW STANDARD	▪ Cannot comprehend short articles, news broadcasts, , commercial advertisements, and videos in the foreign language on topics being studied in other courses. ▪ Are unable to present oral and written reports in the foreign language on topics being studied in other courses, even with assistance.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 7: Understand the nature of language through comparisons of the foreign language with the pupil's language.	
EXCEEDS STANDARD	▪ Accurately recognize the equivalent meaning of idiomatic expressions and other linguistic concepts. ▪ Correctly use sound distinctions that must be mastered in order to communicate meaning.
MEETS STANDARD	▪ Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts. ▪ Demonstrate that languages have important sound distinctions that must be mastered in order to communicate meaning.
APPROACHES STANDARD	▪ Recognize the equivalent meaning of some idiomatic expressions and other linguistic concepts. ▪ Have difficulty demonstrating that languages have important sound distinctions that must be mastered in order to communicate meaning.
BELOW STANDARD	▪ Rarely can Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts. ▪ Cannot make the important sound distinctions that must be mastered in order to communicate meaning.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 8: Understand cultural differences and similarities.	
EXCEEDS STANDARD	• Develop an insightful awareness of cultural diversity and the contributions of the culture studied made to American culture.
MEETS STANDARD	• Develop an awareness of cultural diversity and the contributions of the culture studied made to American culture.
APPROACHES STANDARD	• Have limited awareness of cultural diversity and the contributions of the culture studied made to American culture.
BELOW STANDARD	• Cannot recognize cultural diversity and the contributions of the culture studied made to American culture.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 9: Use the foreign language in and outside of school.	
EXCEEDS STANDARD	• Independently correspond in the foreign language.
MEETS STANDARD	• Correspond in the foreign language.
APPROACHES STANDARD	• Require assistance to correspond in the foreign language.
BELOW STANDARD	• Cannot correspond in the foreign language by any means, even with assistance.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
2ND Year of High School Study

CONTENT STANDARD 10: Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.	
EXCEEDS STANDARD	▪ Using a variety of sources, research and present concerning traveling to and studying in a country where the foreign language is spoken. ▪ Thoroughly explore careers that require interaction in the foreign language.
MEETS STANDARD	▪ Research and present information concerning traveling to and studying in a country where the foreign language is spoken. ▪ Participate in a project to explore careers that require interaction in the foreign language.
APPROACHES STANDARD	▪ Require assistance to research and information concerning traveling to and studying in a country where the foreign language is spoken. ▪ Can minimally participate in a project explore careers that require interaction in the foreign language.
BELOW STANDARD	▪ Make no attempt to research and present information concerning traveling to and studying in a country where the foreign language is spoken. ▪ Do not participate in a project to explore careers that require interaction in the foreign language.

FOREIGN LANGUAGE PERFORMANCE STANDARDS

4th Year of High School Study

CONTENT STANDARD 1: Engage in conversations, provide information, express feelings and emotions and exchange opinions in the foreign language.	
EXCEEDS STANDARD	• Respond in detail to factual and interpretive questions. • Accurately use increasingly complex verb forms and tenses. • Interact appropriately in increasingly complex situations. • Skillfully analyze and discuss personal reactions to selected materials. • Frequently apply familiar idiomatic and nonverbal expressions and appropriate vocabulary. • Automatically apply strategies for questions, paraphrasing, circumlocution, and self-correction. • Clearly demonstrate patterns of pronunciation and intonation understood by foreign language speakers. • Appropriately express opinions and emotions. • Consistently determine meaning by using contextual clues. • Demonstrate creativity in the production of language .

MEETS STANDARD	▪ Effectively respond to factual and interpretive questions. • Use increasingly complex verb forms and tenses. • Interact in increasingly complex situations. • Competently analyze and discuss personal reactions to selected materials. • Use familiar idiomatic and nonverbal expressions and appropriate vocabulary. • Effectively apply strategies for questions, paraphrasing, circumlocution, and self-correction. • Adequately demonstrate patterns of pronunciation and intonation understood by foreign language speakers. • Appropriately express opinions and emotions. • Determine meaning by using contextual clues. • Demonstrate creativity in the production of language.
APPROACHES STANDARD	▪ Respond to factual and interpretive questions with some difficulty. • Attempt to use complex verb forms and tenses with some success. • Seldom interact in increasingly complex situations. • Inconsistently analyze and discuss personal reactions to selected materials. • Use few familiar idiomatic and nonverbal expressions and appropriate vocabulary. • Occasionally apply strategies for questions, paraphrasing, circumlocution, and self-correction. • Sporadically demonstrate pronunciation and intonation patterns understood by foreign language speakers. • Have difficulty expressing opinions and emotions. • Have difficulty determining meaning by using contextual clues. ▪ Demonstrate little creativity in the production of language.
BELOW STANDARD	▪ Ineffectively respond to factual and interpretive questions. • Fail to use complex verb forms and tenses. • Rarely interact in increasingly complex situations. • Do not contribute to discussions. • Lack awareness of familiar idiomatic and nonverbal expressions and appropriate vocabulary. • Do not apply strategies for questions, paraphrasing, circumlocution, and self-correction. • Fail to use pronunciation and intonation patterns understood by foreign language speakers. • Fail to express opinions and emotions. • Unable to determine meaning. • Do not demonstrate creativity in the production of language.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 2: Understand and interpret written and spoken material in the foreign language on a variety of topics.	
EXCEEDS STANDARD	▪ Advance from a literal and interpretive comprehension of the language to an increasingly more critical appreciation of reading and listening skills. ▪ Comprehend more sophisticated vocabulary. ▪ Demonstrate insightful connections using background knowledge and contextual clues. ▪ Accurately paraphrase increasingly complex spoken and written material.
MEETS STANDARD	• Advance from a literal and interpretive comprehension of the language to a more critical appreciation of reading and listening skills. • Comprehend increasingly complex vocabulary. • Obtain and analyze information from original materials by using background knowledge and contextual clues. • Understand and paraphrase increasingly complex spoken and written material.
APPROACHES STANDARD	• Demonstrate some literal and interpretive comprehension skills. • Comprehend a limited vocabulary in both concrete and abstract contexts. • Need assistance to obtain and analyze information from original materials using background knowledge and contextual clues. • Inconsistently understand and paraphrase increasingly complex spoken and written material.
BELOW STANDARD	• Demonstrate minimal literal and interpretive comprehension skills. • Comprehend only rudimentary vocabulary in only concrete contexts. • Demonstrate little or no understanding of information from authentic materials • Incoherently paraphrase spoken and written material.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 3: Present information, concepts and ideas in the foreign language to an audience.	
EXCEEDS STANDARD	• Compose and present a detailed original report on a topic of interest. • Creatively play roles in various situations. • Give effective presentations on current events and cultural topics using appropriate language control, including proper expression, fluency, and intonation.
MEETS STANDARD	▪ Compose and present an original report on a topic of interest. ▪ Play roles in various situations. ▪ Give presentations on current events and cultural topics using appropriate language control, including proper expressions and intonation.
APPROACHES STANDARD	▪ Compose and present an original report on a topic of interest with insufficient idea development. ▪ Have difficulty participating in role playing. ▪ Give presentations on current events and cultural topics using limited language control, expressions, fluency, and intonation.
BELOW STANDARD	▪ Compose and present an original report on a topic of interest without idea development. ▪ Rarely participate in role playing. ▪ Give presentations on current events and cultural topics without language control, expressions, fluency, and intonation.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 4: Understand the relationship between the practices and perspectives of the foreign culture.	
EXCEEDS STANDARD	▪ Instinctively adjust communication to the situation and audience. ▪ Analyze with insight the manner in which history influences and shapes the present. ▪ Reflect an in-depth understanding of important persons in the arts and entertainment fields of the foreign culture, and analyze their achievements and contributions to the foreign culture.
MEETS STANDARD	▪ Adjust communication to the situation and audience. ▪ Analyze the manner in which history influences the present. ▪ Identify important persons in the arts and entertainment fields of the foreign culture, and analyze their achievements and contributions.
APPROACHES STANDARD	▪ Ineffectively adjust communication to the situation and audience. ▪ Analyze with limited insight the manner in which history influences and shapes the present. ▪ Occasionally identify important persons in the arts and entertainment fields of the foreign culture, and analyze in a limited way their achievements and contributions to the foreign culture.
BELOW STANDARD	▪ Display inability to adjust communication to the situation and audience. ▪ Unable to analyze the manner in which history influences and shapes the present. ▪ Unable to identify important persons in the arts and entertainment fields of the foreign culture.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 5: Understand the relationship between the products and perspectives of the foreign culture.	
EXCEEDS STANDARD	▪ Reveal an insightful understanding of the important contributions of the foreign culture. ▪ Skillfully correlate major historical events, literary works, and other art forms to cultural practices. ▪
MEETS STANDARD	▪ Analyze the important contributions of the foreign culture. ▪ Correlate major historical events, literary works, and other art forms to cultural practices.
APPROACHES STANDARD	▪ Summarize but may not evaluate the important contributions of the foreign culture. ▪ Require assistance to correlate major historical events, literary works, and other art forms to cultural practices.
BELOW STANDARD	▪ Summarize but not evaluate the important contributions of the foreign culture. ▪ Unable to correlate major historical events, literary works, and other art forms to cultural practices.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 6: Reinforce and further the pupil's knowledge of other courses through the foreign language.	
EXCEEDS STANDARD	▪ Discuss in detail brief articles, news broadcasts, commercial advertisements in the foreign language on topics being studied other courses. ▪ Present in-depth oral and written reports in the foreign language on topics from other courses.
MEETS STANDARD	▪ Present increasingly complex oral and written reports in the foreign language on topics from other courses. ▪ Discuss brief articles, news broadcasts, commercial advertisements, and videos in the foreign language on topics being studied in other courses.
APPROACHES STANDARD	▪ Present only simple oral and written reports in the foreign language on topics from other courses. ▪ Discuss with little detail brief articles, news broadcasts, commercial advertisements in the foreign language on topics being studied in other courses.
BELOW STANDARD	▪ Can identify topics from other courses but unable to present oral and written reports. ▪ Cannot discuss even brief articles, news broadcasts, commercial advertisements in the foreign language on topics being studied in other courses.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 7: Acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language.	
EXCEEDS STANDARD	• Explain and interpret the cultural differences and their distinctive viewpoints. • Prepare extensive reports using various sources in the foreign language.
MEETS STANDARD	• Describe the cultural differences and their distinctive viewpoints. • Prepare reports using various sources in the foreign language.
APPROACHES STANDARD	• Recognize some cultural differences and their distinctive viewpoints. • Prepare incomplete reports using some sources in the foreign language.
BELOW STANDARD	• Have difficulty recognizing cultural differences and their distinctive viewpoints. • Unable to prepare reports using sources in the foreign language.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 8: Understand the nature of language through comparisons of language structures.	
EXCEEDS STANDARD	▪ Effectively use complex idiomatic expressions and language structures. ▪ Independently distinguish dialects different contexts, regions, and cultures.
MEETS STANDARD	▪ Use complex idiomatic expressions and language structures. ▪ Identify dialects from different contexts, regions, and cultures.
APPROACHES STANDARD	▪ Use some idiomatic expressions and language structures. ▪ May identify some language dialects from different contexts, regions, and cultures.
BELOW STANDARD	▪ Use few idiomatic expressions and language structures. ▪ Rarely able to identify language dialects.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 9: Understand cultural differences and similarities.	
EXCEEDS STANDARD	▪ Skillfully analyze the perspectives of the culture studied as they are reflected in art and literature.
MEETS STANDARD	▪ Analyze the perspectives of the culture studied as they are reflected in art and literature.
APPROACHES STANDARD	▪ May recognize but do not make inferences about the perspectives of the culture studied as they are reflected in art and literature.
BELOW STANDARD	▪ Demonstrate simplistic perspectives of the culture studied as they are reflected in art and literature.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 10: Use the foreign language in and outside of school.	
EXCEEDS STANDARD	• Initiate and sustain a conversation with members of the pupil's community on various topics using the foreign language. • Develop and participate in a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.
MEETS STANDARD	• Interact with members of the pupil's community on various topics using the foreign language. • Participate in a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.
APPROACHES STANDARD	• Can only interact minimally with members of the pupil's community on various topics using the foreign language. • Can only explore a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.
BELOW STANDARD	• Can only respond to simple questions in the foreign language on very familiar topics. • Show little interest in a program to make a transition from school to work which requires proficiency in the foreign language and knowledge of the culture.

FOREIGN LANGUAGE PERFORMANCE STANDARDS
4th Year of High School Study

CONTENT STANDARD 11: Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment.	
EXCEEDS STANDARD	• Create an extensive project using various media concerning travel to and studying in a country where the foreign language is spoken.
MEETS STANDARD	• Prepare a project using various media concerning travel to and studying in a country where the foreign language is spoken.
APPROACHES STANDARD	• Need assistance in creating a simple project using various media concerning travel to and studying in a country where the foreign language is spoken.
BELOW STANDARD	• Unable to create a simple a project using various media concerning travel to and studying in a country where the foreign language is spoken.

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